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ABSTRACT

This study was conducted to determine the extensiveness and form of credentialing for those persons engaged in staff development. Questionnaires were mailed to the Director of Teacher Education and Certification at the State Department of Education in forty-nine states and the District of Columbia (Texas was not included). All of the questionnaires were returned. Four questions were posed in this study: (1) Does your state have any formal credentialing system for supervising teachers?; (2) Does your state have any credentialing for those who do staff development?; (3) Have there been any such programs in the past?; (4) Are there any plans to implement such a credentialing program in the near future?. Forty-four states reported no formal credentialing for supervision of student teachers. Six states required more than a teaching certificate. When asked if their state had any credentialing staff developers, forty seven of fifty states replied in the negative. Alabama, Delaware, and Oregon have a credentialing system for staff developers. Forty-seven states responded in the negative to the third question. Only Indiana, Kentucky, and Oregon identified past certification efforts. In response to the last question, forty-two states indicated there are no such plans. (DMT)

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A National Survey of SCHOOL BASED TEACHER EDUCATOR Credentialing Process

SCHOOL BASED TEACHER EDUCATORS

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A National Survey of SCHOOL BASED TEACHER EDUCATOR Credentialing Process

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The Credentialing Process for School Based Teacher Educators in Forty-Nine States and the District of Columbia

Introduction

The School Based Teacher Educator is a professional whose primary assignment is teacher education and whose primary base of operations is the elementary or secondary school. Some School Based Teacher Educators are full-time in that role while others are part-time. Supervisors, instructional design specialists, inservice directors and curriculum consultants are illustrative of roles that may be either full- or part-time while supervisors of student teachers who also have classroom responsibilities are part-time SBTE.

With the increased emphasis in preservice education on actual school experiences, the evolving role of the Teacher Center, the increased need for instructional career ladders for teachers, and the expanding of inservice opportunities for educational professionals at all levels, the SBTE promises to be a major professional role in the coming years.

From an initial survey of the literature, it appears that, while this role is considered important, little attention has been paid to preparation for that role, or recognition of expertise in that role. Several writers concluded the SBTE was vital to improved practice, yet no evidence was available concerning credentialing or certifying persons in that role.

The purpose of the present study was to determine the extensiveness and form of credentialing for those persons engaged in staff development.

Procedures

A survey instrument was designed and mailed in September, 1975 to the Director of Teacher Education and Certification at the State Department of Education in forty-nine states (Texas was excluded from this study) and the District of Columbia. The District of Columbia is considered as a fiftieth state in the analysis of results.

Four questions were posed in the study.

1. Does your state have any formal credentialing system for supervising teachers? If yes, please describe.

2. Does your state have any credentialing for those who do staff development? If so, please describe.

3. Have there been any such programs in the past? If so, please describe.

4. Are there any plans to implement such a credentialing program in the near future? If so, what are they?

All of the questionnaires were returned, thus the study reported below is based on fifty responses.

Results

Data are reported in the following sections by questions posed in the survey instrument.

Formal Credentialing System for Supervising Teachers

Forty-four states reported no formal credentialing for supervision of student teachers. One of those answered "Totally unnecessary," and Idaho responded "We are considering." Six states (Georgia, Louisiana, North Carolina, Rhode Island, West Virginia and Oregon) required more than a teaching certificate. These are described below.

Georgia requires a three year course sequence. Completion of three courses will qualify a teacher to receive a Supervising Teacher Services (STS) endorsement.

Louisiana requires that teachers:

(1) Hold a Louisiana certificate authorizing him/her to teach in the field of his supervisory assignment.

(2) Have completed three years of successful teaching experience at the level or in the field of his supervisory assignment.

(3) Hold a Master's degree with three semester hours in supervision of student teaching.

In North Carolina a teacher must:

(1) Hold a Graduate Teacher's Certificate.

(2) Have graduate credit for six semester hours in Education emphasizing General Supervising Student Teaching.

(3) Have the recommendation of the local administration (superintendent, supervisor, or principal) and the college supervisor.

West Virginia has an Associate Professional Certificate issued in three classifications.

(1) Teacher Education Associate

(a) Have a state teacher's certificate.

(b) Have a Master's degree relevent to the improvement of school instruction.

(c) Complete 19 semester hours including

(1) A course in the principles of supervision.

(2) A course in the supervision of student teachers.

(3) Fifteen (15) semester hours in elementary education or early childhood or fifteen hours in the area of specialization in which the applicant will supervise student teachers at the secondary level.

(2) Supervising Teacher A

(a) Have a state teacher's certificate.

(b) Complete twelve semester hours of graduate credit including

(1) A course in the principles of supervision.

(2) Nine semester hours in the area of specialization in which the applicant will supervise student teachers at the secondary level.

(3) Supervising Teacher B

(a) Have a state teacher's certificate

(b) The superintendent under whom the applicant last served certifies that the applicant has completed two years of successful teaching experience and recommends that the applicant be granted the Associate Professional Certificate at the level of Supervising Teacher B.

Rhode Island requires supervising teachers to have a Critic Teacher's Certificate, a required course in Supervision and three years teaching experience.

In Oregon, the teachers who work with student teachers are required to hold a "supervisor" endorsement on their teaching certificate or hold an administrative certificate.

Credentialing for Those Engaged in Staff Development

When asked if their state had any credentialing for those who are staff developers, forty-seven of fifty states replied "no." One response emphasized that not only did they not have such a certificate, there is no need to complicate the process by simply requiring another certificate.

Alabama, Delaware, and Oregon have a credentialing system for staff developers. Alabama responded that the person who had responsibility for Staff Development is a Supervisor of Instruction. Delaware requires that they hold an Administrative certificate. Oregon certifies them as teachers with a "supervisor" endorsement.

Past Efforts

The third question in the survey asked "Have there been any such programs in the past? If so, please describe.

Forty-seven states responded no, with one stating "I would oppose this most violently." Only Indiana, Kentucky, and Oregon identified past certification efforts.

Indiana reports that before 1962 they issued Critic Teacher approval based on:

A. Temporary Approval-3 years experience in the area and a B.S. Degree.

B. Permanent Approval-5 years experience in the area and a M.A. .

In Kentucky, a commission for supervising student teaching required supervisors to (1) have two years of teaching experience; (2) earned a Master's degree; and (3) completed a course in supervision of instruction. This regulation originally had a time limit associated with it so that it could be reevaluated and revised if needed. That expiration date has passed with no effort made by the profession to salvage this regulation, therefore, it is no longer in force.

Oregon has recognized supervisors since 1965; however, the use of endorsement has been limited. It appears that the endorsement is becoming more popular as a result of improved position descriptions and the collective bargaining process.

Future Plans

The last question asked "Are there any plans to implement such a credentialing program in the near future? If so, what are they?" Forty-two states indicated there are no such plans. Arkansas indicated that such a prospect is being discussed. Idaho reported they were in the "thinking about" stage. One stated "We are not in favor of any system of this type." Georgia plans to initiate a credentialing program, probably by 1978. Currently, they plan to develop a master's-specialist-doctorate graduate program in "supportive supervision for those who work with student teachers, beginning teachers, and staff development." One developmental project is being supported by the Georgia State Department in DeKalb County, Georgia. The California Council on Education of Teachers will feature discussion of such questions at its fall, 1975 conference.

Washington states that under new competency-based standards there is provision for the development and delineation of competencies for staff development and supervising personnel. Some consortia (university, school districts, and profession) are beginning to identify such competencies.

West Virginia, in July, 1975, established a formal unit in the Division of Professional Development Systems to deal with "Continuing Education" on a coordinated statewide basis. Plans for that unit will be made during the coming months.

Ohio has new standards that will be fully effective in 1980, prescribing that, "Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided."

Oklahoma is in the planning stage for seminars and/or inservice programs for cooperating teachers. They believe they will be "getting close" to a credentialing program after implementing some formal inservice experiences or college courses.

Summary and Conclusions

Little attention has been given to a credentialing system for personnel who are charged with preservice and inservice preparation of teachers. Two responses were consistent and emphatic in their denial of a need for SBTE training and credentialing. Only seventeen states responded affirmatively to any of the four questions in the survey, and these did not project any pattern or trend. Some states certify staff developers while others certify supervisors of student teachers. A few have had such credentials and a few others are currently studying the feasibility of such credentials. The majority, however, have not had such formal certificates nor are they planning such a process.

Except for the general disregard for the certification of SBTE, there are few discernable patterns. When credentialing has occurred, it has been on the basis of years of service and/or degrees. Only Georgia appears to be concerned with the competencies exhibited by the SBTE as a basis for certification.